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ABSTRACT

This is a followup study of teacher perceptions regarding block scheduling. The original study was done in 1996 at a small city high school in a predominantly rural county in Ohio. At that time, lack of communication was found to be the central theme in the resistance that emerged. This paper is based on data from written responses to open-ended surveys sent to teachers who were there prior to the changeover and teachers new to the district in the past 3 years. It explores teacher attitudes near the end of the third year of implementation of block scheduling to see if teacher attitudes towards block scheduling changed. Findings show that while resistance had lessened, those who resisted strongly before are still resisting. Responses were received from 14 veteran and 2 "new" teachers. Most staff members show acceptance of the change, but are aware that certain issues, notably dealing with concerns for at-risk students, music, and foreign languages, have not been addressed. The lack of inservice support has resulted in many teachers still not changing the way they teach, which leads to a sense of disengagement among some segments of the student population, primarily those students "at risk" and those not "college prep." Three appendixes contain the survey form and supplemental instruments. (Contains 1 figure and 13 references.) (SLD)

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# Block Scheduling: Three Years Later

by

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**Block Scheduling: Three Years Later**

**Abstract**

This is a follow-up study of teacher perceptions regarding block scheduling. The original study was done in 1996 at a small city high school located in a predominantly rural county in Ohio. At that time, lack of communication was found to be the central theme in the resistance that emerged. This paper is based on data from written responses to open-ended surveys sent to teachers who were there prior to the changeover and teachers new to the district in the past three years and explores teacher attitudes near the end of the third year of implementation of block scheduling to see if teacher attitudes towards block scheduling changed. This study shows 1) that while resistance has lessened, those who resisted strongly before are still resisting; 2) most staff members show acceptance of the change but are aware that certain issues (notably dealing with concerns for "at-risk" students, music, and foreign languages) have not been addressed; 3) lack of in-service support has resulted in many teachers still not changing how they teach, leading to 4) a sense of disengagement among some segments of the student population (primarily those students "at risk" and those not "college prep").

## Objectives/Goals/Purposes

In the original case study, many teachers at this school expressed mistrust for the proposed move to block scheduling for a variety of reasons: they mistrusted the building principal, they saw little need to change, and they felt their concerns and questions were not being adequately addressed. The major conclusion from that study was that communication needed to be improved to counter the mistrust from lack of information, convince the teachers of the need for change, and address the genuine concerns of those involved. Copies of the study's results were made available to the teacher who led the faculty committee studying the proposed move to block scheduling, as well as the building principal. It was also shared with the staff, some copies being left in the faculty lounge, and additional copies given any individual who asked for it. The major result of faculty resistance and the discussion it engendered was an additional year of planning, the 1996-1997 school year. The program was implemented in the Fall of the1997-98 school year.

The present study was undertaken near the end of the fourth year of implementation, and three years after I left the district, thus the paper's title. I sought to learn if the lessons learned, and recommendations made based on the first study, were implemented to deal with the three major issues identified: faculty mistrust, faculty complacency, and neglect of genuine faculty concerns about the proposed move to block scheduling.

## Perspectives/Theoretical Framework

Some teachers seem very open to change, while others "dig in their heels" and change reluctantly, often adding their own "touch" that effectively negates the change. I was especially interested in teacher resistance to change. Educational reform literature has

convinced me that no real reform at any level of education can be successful unless the classroom teachers involved are solidly behind the effort (Gaul, 1994; Hiller, 1995; Page, 1995; Pratt, 1995; Sarason, 1990; Shanker, 1995; Sheurich & Fuller, 1995). While other factors also play a part, teacher support is, in my opinion, a key component in any successful reform movement. I hoped to learn, from this study in particular, if the teachers who were leading the resistance to block scheduling and the teachers who were leading the effort to initiate it were able to bridge the gulf between them (as evidenced in the first study) and, through better communication and first-hand experience with block scheduling, develop a more positive attitude about this particular educational restructuring methodology.

**Methodology**

After first securing the permission of the building administrator, all members of the school faculty were sent a questionnaire about their attitudes towards block scheduling (Appendix A) and instructed to complete Sections A (Demographic Data) and Section B (for "veteran" teachers, i.e. those who were there when the decision was made to go to block scheduling). Teachers new to the building in the past three years (called "newcomers" in this paper) were instructed to complete Section A and Section C. The newcomer section of the questionnaire was identical to the questions asked of veterans except for a question about what they had heard from veteran staffers about block scheduling, mainly as a triangulation tool for analysis of the veteran faculty member's surveys. Survey respondents were asked to sign an informed consent form attached to the survey (Appendix B), returning both in a provided envelope. In addition, another form was included for them to indicate their willingness to be interviewed and a preference as to

where that interview would be held (Appendix C). These phone/email interviews were arranged after the surveys are returned.

## Data Analysis

When the completed surveys were returned, a composite list of responses for each question was made to find a common thread in their responses. Bogdin and Biklin's (1992) "thinking units" were used as a guide (list cited in Hofmann, 1996, p. 4), to analyze each composite set of survey responses to help me try to understand each participant's reaction to block scheduling and how it had affected their roles as teachers. Interview text was then examined using the conceptual text segment (CTS) approach (Hofmann, 1996) to organize information according to thinking units identified initially. Analysis was then done to identify the major themes that emerged from the data.

On the follow-up interviews, a constant comparative approach was used to examine the interviews from the first and all subsequent interviews to identify patterns which emerged from the data. Each interview guided my questioning in subsequent interviews as the original scripted questions were added to and otherwise revised. I interviewed, by phone and e-mail, until saturation, thereby helping to establish trustworthiness.

## Results

Of the 43 staff members initially sent surveys, eight had been in the system three years or less, leaving 35 "veterans" (defined as someone who had been at the high school four years or longer and therefore having taken part in the decision to move to block). Twelve surveys were returned by mail; follow up phone/e-mail contacts generated four

more completed surveys. Of these 16 sets of data, 14 were from veteran teachers (14/35 = 40% of that population). I received two responses from the group of eight "newcomers," or 25% of that population. Overall I got a 37.2 % (16 out of 43) return rate. Figures 1 and 2 summarize the demographic data from the sixteen respondents.

**Figure 1: "Veteran Teacher" Demographics**

| Respondent | Years Total | Years There | Gender | |
|---|---|---|---|---|
| 1 | 23 | 15 | M | |
| 2 | 17 | 11 | M | |
| 4 | 18 | 11 | F | |
| 5 | 16 | 12 | M | |
| 7 | 28 | 13 | M | |
| 8 | 33 | 18 | M | |
| 9 | 15 | 15 | M | |
| 10 | 27 | 16 | F | |
| 11 | 16 | 15 | M | |
| 12 | 24 | 24 | F | |
| 13 | 25 | 12 | F | |
| 14 | 29 | 17 | F | |
| 15 | 31 | 16 | M | |
| 16 | 42 | 42 | F | |
| **14 Teachers** | **24.57** | **16.9** | **9 M** | **7 F** |

**Figure 2: "New Teacher" Demographics**

| Respondent | Years Total | Years There | Gender | |
|---|---|---|---|---|
| 3 | 4 | 3 | M | |
| 6 | 3 | 3 | F | |
| **2 Teachers** | **3.5** | **3** | **1 M** | **1 F** |

**Question 1: What did you think about the move to block scheduling when it was first proposed?** and

**Question 2: What do you think about it now, three years later?**

Figure 3 summarizes the responses for Questions 1 and 2.

**Figure 3: Veteran Teacher Attitudes Towards Block Scheduling, Then and Now**

| | Support | Oppose | Undecided |
|---|---|---|---|
| **Then** | 6 | 5 | 3 |
| **Now** | 9 | 4 | 1 |

In responses to Questions 1 and 2 (regarding teacher opinions about block scheduling three years ago and opinions about block scheduling now), of those veterans responding, nine said they liked block scheduling (e.g. **"I was for it. I saw some positive advantages and opportunities in the plan."**), four said they didn't (e.g. **"Was irate...definitely against it; didn't want to have to change!"**), and there was one undecided (e.g. **"I was skeptical. I thought it was just another fad in education."**). This represented a change from their position three years ago (six for, five against, and three undecided). One of the "undecideds" had become a new "no" (e.g. **"not feasible for (my) subject area ... see a decline in student achievement and interest in school since the block (was) adopted."**) whereas two of the previous "undecideds" had become "yes's" (e.g. **"Great!" and "I like it. It gives variety to your days. It gives me the opportunity to be more flexible"**). Two of the previous "no's" had become "yes's" (e.g. **"Going better than expected"** and **"I'd hate to go back to having them every day ... love the 1 1/2 hour prep time."**). Three of those opposed to it now were also opposed to it three years ago (e.g. **"I feel I need to see my students every day for continuity"**, **"not appropriate for at-risk students"**, and **"not appropriate for remedial classes ... benefits teachers but not students"**). Only one of the respondents recorded a slightly negative change, moving from a "yes" three years ago to an "undecided" now (e.g. **"Kids getting less time at work(-study program) and more class credits (required for**

**graduation)").**

**Question 3 (Describe the three most significant benefits you have seen that can be credited to block scheduling)**

Seven respondents mentioned the increased amount of planning time they now had. On a block schedule of eight periods, with periods one through four alternating days with meetings of periods five through eight, each teacher had a full 90-minute block of planning time each day. Four cited that they got to **"spend more time with their students and therefore got to know them better."** Three teachers each mentioned they could **"cover course material 'in-depth',"** have **"more time for project-oriented instruction,"** and **"were able to demonstrate something and have students still be able to follow through and complete the activity in the same period."** Other benefits, cited once each, were: 1) fewer discipline problems, 2) more-relaxed classroom atmosphere, 3) more library or computer lab time for research, 4) time to do make-up work on the "off day," 5) all students now had a study hall so they could find them easily if they needed to, 6) they had more time to teach and try different activities, and 7) that they only had three classes a day to teach. The two newcomers who responded both cited the benefit of having additional planning time and being able to do more in-depth coverage of class material. They also cited being able to use a variety of techniques, both in teaching and assessment, and that the 90 minutes made for a more concentrated amount of class time. One even cited that it prepares the students better for a college class schedule (longer periods on alternate days).

**Question 4 (What are the three greatest concerns you have about block scheduling presently?)**

This question elicited responses that grouped themselves into major two major but related categories: concerns about continuity of instruction, and the problem of dealing with student make-up work. Five respondents included "lack of continuity" among their concerns (e.g. **"...two week period ... where we saw all the students twice due to planned days off and snow days"** and **"too long between review and test, especially for low-ability students; for example review on Thursday and have the test on Monday"**). This perceived lack of continuity also carried over into responses dealing with student make-up work and the issue of absences from school (e.g. **"... students forget assignments," "students' lack of responsibility to obtain make-up work so they are prepared for the next class." "... attendance too critical ... miss one day and you miss too much"**). Teachers' ability to hold students' interest throughout the entire 90-minute block was cited directly or indirectly by five respondents (e.g. **"... teachers not using the full ninety minutes," "short student attention spans," " teachers don't seem to have changed their teaching style and a lot are lecturing for the entire time"**) Student attitudes were also commented on (e.g. **"... creates stagnant students," "students feel like they can 'put things off until tomorrow.' "**). Other concerns expressed were 1) less actual class time over the length of the course than in a traditional seven-period day means you cover less in a year, 2) a need to review more, thus taking up more class time, 3) too many interruptions for class meetings, assemblies, etc., 4) "at risk" students feeling confused and frustrated, especially after absences, and 5) the difficulty of obtaining subs or finding other teachers willing to fill in for an entire block.

**Question 5 (Has block scheduling improved student learning? If so, how? If not, why not?)**

There was less support for the block as a technique to improve student learning. Of the proponents, only one agreed totally that **"student understanding has improved."** Another cited that they thought it was good for college prep students (e.g. **"have heard that they do well on the block"**). Several cited having "more time to work out discussions and projects." Also cited by one person each were 1) ability to cover the topic more in-depth, 2) not so much wasted time, and 3) getting more instruction; the latter also commenting that credits for graduation had been increased along with the change to block scheduling. Opponents of block scheduling cited many more examples of its failure than those in favor were able to in their support for the change. Two mentioned **"lack of motivation by students because they can 'put it off until tomorrow' "** while one perceived that **"(students') work ethic is definitely declining"** but also admitted that they **"can't attribute that solely to block scheduling."** Others mentioned 1) lack of retention of information, 2) less daily contact with students and a resultant lack of interest on the students' parts, 3) too much time spent reviewing, 4) test scores lower, 5) attendance is now more critical, and 6) there was less learning time than before.

**Question 6 (Describe anything that has changed about how block scheduling is done now, compared to three years ago. Who initiated these changes?).**

Only one respondent mentioned any changes since the move to block scheduling three years ago: **"shortened blocks (for) assemblies, early release, delays."** Faculty

and administrative support was cited as the reasons for this change. No other respondent could mention one thing that had changed over that time period.

**Question 7 (Describe any changes you feel still need to be made or issues that still have not been addressed as they should be.)**

Most of the issues cited related to making adjustments in the block to accommodate days where planned activities interfered with the normal block length. Instances cited were assemblies and class meetings, how to do the first and last day of the year or grading period, and adjustments for final exams. One suggestion was to go to a weekly schedule of one 8-block day and two days of four blocks each which alternate. Another called for some classes, such as music and foreign languages, to meet every day for 1/2 block. There were even several calls, from opponents, to return to the "regular day." Other issues cited were 1) the concern over make-up work confusion, 2) teachers haven't changed the way they teach, 3) test scores haven't improved, 4) attendance hasn't improved, and 5) being forced to teach on the block when you don't want to. Both newcomers cited having to **"learn to 'over-prepare' "** as their biggest concern for the past three years.

**Question 8: How has block scheduling changed your role in the classroom? How do you feel about that?**

The two most common responses (three citations each) were 1) more time spent on working with inclusion and gifted students and 2) having to do more activities to prevent student boredom from becoming a problem. Other positive responses dealt with

personal feelings about teaching (e.g. **"I feel like I am really teaching now instead of rushing through material with 50-minute periods," "I feel better prepared." I am not the focus as I used to be. Students are working more on their own. I like this." and "I do more activities, make more transitions, and do more one-on-one work with students"**) Negative opinions were also cited with regards to how time is spent in the block (e.g. **"I feel that I am not challenging my group as much as I did with my regular scheduling, which is frustrating,", "more busy work activity ... have to be more of an entertainer," "students have trouble being responsible" and "not all staff use the time wisely"**). Newcomers reported there are no problems with the block, **"if teachers know how to vary their techniques and methods of instruction"** while acknowledging that it **"takes more responsibility from students"** but that the rewards are **"coverage is enhanced with greater depth"** and that students become **"more active participants in their own learning."**

**Question 9: Additional comments you want to make regarding this issue not addressed in any previous question?**

Four of the fourteen veteran teachers made no additional comments. The other ten primarily repeated comments made earlier. Several were positive (e.g. **"the change ... really refreshed my teaching,"** and **"more benefits than downsides."**) although many did look critically at issues others had raised (e.g. **"Too many people like it only for the 90-minute prep every day," "don't think we are using teacher time wisely," "not sure we have the best interests of all students at heart with this program," "some classes need to meet every day to reinforce skills," " I give very little homework**

**because it rarely gets done, even when we start it in class."** and **"covering less material and students don't seem to be comprehending the material covered any better"**). Another concern repeated from earlier responses concerned perceived negative effects on "at risk" or special education students (e.g. **"(students) need to see their teachers every day," "some ... cannot even remember what day it is, let alone what materials they need for class," "losing more who are not graduating due to the increased number of credits required for graduations," "attendance policy is hard for these students ... some get totally lost on the A/B pattern"**) Other comments fell in the category of offering suggestions as to how it could be more effective (e.g. **"more half-block courses should be offered," "more team teaching," "more cross-curriculum courses," "need a good VCR/TV combination or a good DVD player"**). One of the newcomers even suggested a restructuring of the day to provide for up to a half-hour every day, the time **"devoted to seeing teachers for make-up work, brief help, announcements, etc."** This same teacher also suggested lengthening the lunch time from 30 to 45 minutes **"to help keep students more on-task in the afternoon blocks."**

**Newcomer Question 6: How would you describe the attitude of "veteran" faculty to block scheduling? What benefits have they commented on? What complaints do they have about it?**

One of the newcomers commented at length on the nay-sayers amongst the faculty:

> **Teachers who have complained are those who resist change, fear the unknown, and don't adjust well when their work load is rearranged. I have heard many more teachers mention the same benefits that I cited previously."**

The other responding newcomer cited a few of the arguments heard against block scheduling from fellow teachers: **"not enough classes offered"** and **"not enough time with students...proficiency tests affect amount of class time also."**

**Conclusions**

The conclusions from the original study cited three factors arising from a lack of communication between the faculty and the administration: faculty mistrust, faculty complacency, and neglect of genuine faculty concerns about the proposed move to block scheduling.

This study shows 1) that while resistance has lessened, those who resisted strongly before are still resisting; 2) most staff members show acceptance of the change but are aware that certain issues (notably dealing with concerns for "at-risk" students, music, and foreign language students) have not been addressed; 3) lack of in-service support has resulted in many teachers still not changing how they teach, leading to 4) a sense of disengagement among some segments of the student population (primarily those students "at risk" and those not "college prep."

Conclusion #1 acknowledges that while resistance to the block has lessened, those who were strong opponents of the move originally have remained so. They still mistrust the reasons for switching to a block scheduling format and cite examples of unfulfilled promises (still poor attendance, still low test scores, even less student interest and motivation). Three of the four who dislike it now also disliked it when it was first introduced. Given my insider status as a former teacher in this district and a former colleague of these teachers, it is not surprising that they are the ones still resisting. The newcomer assessment of resisters as **"those who resist change, fear the unknown, and**

**don't adjust well then their work load is rearranged"** supports my own conclusions about resisters in the original study.

Conclusion #2 is that there is a gradual acceptance of the block scheduling system among most of the veteran staff, although they still have doubts as to the effectiveness of it in terms of them providing a better education for their students. This symbolizes a new complacency of sorts. Originally they thought their old ways of teaching were effective; now they feel the same about the block. Some, especially those who teach the college prep classes, enjoy the move and see positive gains. Others, especially those who work with remedial classes or at-risk students, are less positive.. Regardless of which side of the issue they're on, few are "gung-ho" about the block. They are, however, resigned to its continuation and have made whatever adaptations they feel capable of making. Although they recognize there are still unaddressed concerns, most are now willing to go along. . One respondent even reported that block scheduling **"is here to stay ... no one's talking about changing it."**

The earlier study's conclusion that poor communication about the move to block scheduling led to the ignoring of their concerns about the move are still viable, three years later. Teachers (even block supporters) still feel their concerns are not being addressed, as witnessed by the fact that only one of the sixteen respondents could even mention any changes made in the block scheduling plan since its inception, yet almost all could cite things they felt needed improvement. The major concerns expressed then (need for continuity of instruction in some classes, the effects on at-risk students from stricter attendance policies and higher graduation credit requirements, and teachers not being prepared to teach on the block) still exist.

Conclusion #3 deals with the lack of additional training to support teachers as they have moved to the block. While some teachers (the majority it would seem) have "retooled" themselves to function on the block, others haven't. The three strongest resisters replying to this study (one of whom has since retired.) have been teaching an average of 19 years. Perhaps there *is* something to be said for the old expression, "You can't teach an old dog new tricks." Whether or not in-services would have any beneficial effects on their attitude is doubtful. They are the minority, however, and there is a continued need for the majority of teachers in the system to receive instruction on how to best use the 90-minute block periods.

Conclusion #4 deals with the effect of the change on student performance, especially those students "at risk" or not in the college prep classes. The fact that some (according to one respondent "many") teachers have not changed their teaching methodologies to more effectively use the block could be a contributing factor to student malaise and the perceived lack of motivation many students are now displaying. Teachers concerned for these students believe that the problems inherent to poor attendance by many of these students (the absences themselves can be seen as both symptom and recurring cause of their disengagement) leads to problems with getting make-up work done, further disengaging from the educational process because of the resultant frustration they have with the system and its increased demands on them, both in terms of heightened personal responsibility required, and in terms of more stringent graduation requirements. In at least one respondent's opinion, this was leading to a higher incidence of these students leaving the district to attend local area schools with less-stringent graduation requirements. More than one respondent, supporters and opponents of block scheduling

alike, reported on perceived attitude and motivation problems with their student since going on the block.

**Recommendations**

The mathematics supports teachers concerns about less overall teaching and learning time under the block system. On an A/B pattern, in two weeks where each class meets five times, at 90 minutes each, you have a total of 450 minutes. On a regular schedule where each class meets 50 minutes, classes will have met 10 times in two weeks for 500 minutes. Teaching on the block is equivalent to missing a 50-minute class period every two weeks. While proponents stress that there are fewer interruptions (less attendance-taking, fewer breaks, etc.) on the block, both proponents and opponents alike recognize that there is less instructional time overall on a block scheduling system. The key to teaching on the block is to have teachers and students make efficient use of all class time. Teachers who still lecture the entire period or those who give their classes a half hour of study time each day are each, in their own way, sabotaging the block's effectiveness.

This leads to my first recommendation: an increased number, and higher quality of, in-services to help teachers adjust from a teacher-centered to a more student-centered classroom culture seem not to have been followed. One respondent even reported **"nothing is really said about in-services anymore."** Teachers need to be shown how to vary instructional methodologies to take advantage of the longer contact time they have with students in a 90-minute block situation. They must be shown how to plan for efficient use of all instructional time. One of the teachers even made the suggestion that **"teachers should be required to attend at least one seminar per year to improve**

**techniques."** I'd go so far as to recommend one per quarter or four per year.

A second recommendation relates to the "continuity" issue raised by many teachers who responded to the survey. I think that modifying the block to allow for some classes, notably foreign language and music, to meet every day for 1/2 block would be a workable idea. For instance, any block during the day could be used for two separate classes of a foreign language. The students could simply be in a 1/2 block study hall (or another 1/2 block class) when they're not in the 1/2 block language class. The same could be done for music students in the final block of the day, either block four or block eight. They could split the block either with a foreign language class or have a 1/2 block study hall, or another 1/2 block class. There are ways to deal with the concerns expressed for students in these area but the administration has to get out of its "all or none" attitude regarding block lengths. This would also deal with the concerns of those who do not wish to teach on the block, yet allow others who are comfortable to continue doing so. It could, furthermore, help keep students "engaged" more with the process of schooling and have positive benefits in terms of attendance and success in school for the "at risk" or low-ability students.

My third recommendation would be to have some additional time, call it home room, which meets every day at the beginning of the day and which would allow students time to get make-up work or help from their teachers, hear announcements, have class or club meetings, etc. This would help alleviate the problem of students not getting make-up work in time to do it before the next meeting of that block class. It could also give daily contact with some of their students that some teachers are missing. It could be used by special education teachers to make quick progress checks with their students before they

begin their day. Additional lunch time, an increase from 30 to 45 minutes, would also be beneficial in terms of giving students more down time from the more intense block classes than is currently given now.

**Educational Importance**

Many schools have adopted various forms of block scheduling, the most common being the A/B, 4x4, and trimester versions. While there is evidence in the literature to support many of the claimed advantages for block scheduling (e.g. Canady & Rettig, 1995), there is also evidence that teacher attitude and insufficient professional development opportunities (Howard, 1997) and even class size (Hamdy, M., 1998) can affect its impact on student learning. Schroth and Dixon (1996) even question the effectiveness of block scheduling at increasing student understanding of the subject.

More study needs to be done on teacher attitudes about block scheduling and how these attitudes impact on its effectiveness as an educational restructuring tool. The previous study that documented this faculty's attitudes, pro and con, on this subject prior to adoption, and this follow-up study have allowed me to see how faculty resistance and faculty concerns have (or have not) been addressed and see the changes which have occurred in teacher attitudes about block scheduling. This has allowed me to offer some recommendations to this school and for other schools who might be considering the move to block scheduling.

**Future Studies**

In collecting data for this study I also discovered data from teacher and student

surveys done at the end of the first semester of block scheduling at this high school. This data should provide some interesting insights into the staff's more immediate response to block scheduling (after just one semester).

More importantly, I think, it would give me a look at student attitudes during this process. Student attitudes were sought, in a perfunctory sort of way, but not seriously considered by those making the change to block scheduling. It was assumed that it would be for their benefit and that was about all there was to it. It would be interesting to see if student concerns parallel teacher concerns as to hypothesized benefits or perceived negatives attributable to block scheduling.

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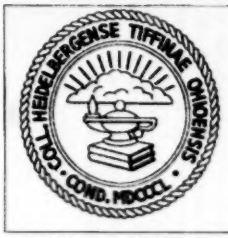
**Appendix A**




# BLOCK SCHEDULING STUDY

# TEACHER SURVEY

## SECTION A: DEMOGRAPHIC DATA

1. Number of years teaching experience:_____

2. Number of years experience at XXX: _____

3. Subject area taught: _____

4. Gender: _____ Male _____ Female

**PLEASE NOTE**

**IF YOU WERE AT XXX DURING THE TIME THE MOVE TO BLOCK SCHEDULING WAS BEING DEBATED, PLEASE COMPLETE SECTION B.**

**IF YOU HAVE BEEN AT EHS 3 YEARS OR LESS, COMPLETE SECTION C.**

## SECTION B: FOR THOSE WHO TAUGHT AT XXX BEFORE BLOCK SCHEDULING WAS ADOPTED

1. What did you think about the move to block scheduling when it was first proposed?

2. What do you think about it now, three years later?



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**Page 2**

3. Describe the three most significant benefits you have seen that can be credited to block scheduling?

4. What are the three greatest concerns you have about block scheduling presently?

5. Has block scheduling improved student learning? If so, how? If not, why not?

6. Describe anything that has been changed about how block scheduling is done now, compared to three years ago. Who initiated these changes (faculty, administration, students)??

7. Describe any changes you feel still need to be made or issues that still have not been addressed as they should be.

8. How has block scheduling changed your role in the classroom? How do you feel about that?

9. Additional comments you want to make regarding this issue, not addressed by any previous question.

## SECTION C: FOR THOSE WHO HAVE BEEN AT XXX 3 YEARS OR LESS

1. What do you think about block scheduling?

2. What are the three most significant benefits of block scheduling that you see?

3. What are the three most significant problems you see with block scheduling?

4. Describe any undergraduate experience you had to prepare you for teaching on the block.

5. Describe any in-service you've been given since coming to EHS to help you do a better job of planning for teaching on the block?

6. How would you describe the attitude of "veteran" faculty (i.e. those who were here before the move was made to block scheduling) to block scheduling? What benefits have they commented on? What complaints do they have about it?

**Page 5**

7. If you had teaching experience under a more traditional schedule before you came to EHS, what was the most difficult thing you had to deal with when you came to EHS and had to teach on the block?

8. Do you think block scheduling produces a better learning environment for students? Why or Why not?

9. What changes would you like to see made in how block scheduling is done at EHS?

10. Additional comments you want to make regarding this issue, not addressed by any previous question.

**Thank you very much for completing this survey!!!**

## Appendix B

## Written Survey Response
## Consent Form

**Name (Printed):**_____

**Description of Study**

This study is about teacher attitudes towards block scheduling three years after its initial implementation. I am interested in learning how things have worked out. Did the promised benefits materialize? Were initial fears confirmed? Have you changed your opinion about block scheduling, one way or the other, and why?

The survey you have been given seeks the answers to these, and other, questions to allow a description to be made of current teacher attitudes about block scheduling and its effectiveness as a school restructuring tool. Hopefully, the results will also help the faculty and administration to identify and address issues that remain unresolved.

**Agreement to Participate**

**By signing and dating below, I verify that ...**

1. I have also been apprised of my right to not participate, or to drop out of the study at any time I wish without any repercussions; and

2. I have also received assurances that I will not be identified by name, or in any other way, in any written results arising from this study and that notes taken or e-mail messages sent during any follow-up interviews with Dr. Corley will be kept in confidence.

_____ **I choose to participate in this study.**

_____ **I choose NOT to participate in this study.**

_____ _____

**Date** **Signature**

**Appendix C**

# Interview Consent Form

**Name (Printed):**_____

**Description of Study**

This study is about teacher attitudes towards block scheduling three years after its initial implementation. I am interested in learning how things have worked out. Did the promised benefits materialize? Were initial fears confirmed? Have you changed your opinion about block scheduling, one way or the other, and why?

The survey you have been given seeks the answers to these, and other, questions to allow a description to be made of current teacher attitudes about block scheduling and its effectiveness as a school restructuring tool. Hopefully, the results will also help the faculty and administration to identify and address issues that remain unresolved.

**Agreement to Participate**

**By signing and dating below, I verify that ...**

1. I have also been apprised of my right to not participate, or to drop out of the study at any time I wish without any repercussions; and

2. I have also received assurances that I will not be identified by name, or in any other way, in any written results arising from this study and that notes taken or e-mail messages sent during any follow-up interviews with Dr. Corley will be kept in confidence.

3. I am willing to be contacted by Dr. Corley for a personal interview regarding this study. I prefer the following modes of contact (check all that apply):

_____ Interview in my classroom after the school day

_____ Interview during the school day during my plan period

_____ Interview off the school site

_____ Phone interview

_____ E-mail correspondence
(E-mail address:

_____

_____

_____

**Date** **Signature**

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